# Texas Education Agency 2018-19 Federal Report Card for Texas Public Schools Campus Name: DUNN EL Campus ID: 101902124 District Name: ALDINE ISD

Part (i): A clear and concise description of the State's accountability system under subsection (c), including-

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

				State	ESSA Go	als						EL
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	(Current & Former)
Academic Perfor	mance (At Meets Grade Level	or Above)										
Reading/ELA Mathematics	Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32 2032-33 Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32	44% 44% 52% 62% 72% 46% 46% 54% 63%	32% 32% 42% 54% 66% 31% 31% 41% 54%	37% 37% 46% 58% 69% 40% 40% 49% 59%	60% 66% 73% 80% 59% 65% 73%	43% 43% 51% 62% 45% 45% 53% 63%	74% 74% 78% 82% 87% 82% 82% 85% 85%	45% 45% 53% 63% 73% 50% 50% 57% 66%	56% 56% 62% 70% 78% 54% 61% 61%	33% 33% 43% 55% 67% 36% 36% 45% 57%	19% 19% 31% 45% 60% 23% 23% 34% 48%	29% 29% 39% 52% 65% 40% 40% 49% 59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress	Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32											41% 36% 38% 40%
Graduation Rate:	4-Year Longitudinal Rate <sup>A</sup> Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32	89% 90% 92% 94%	85% 90% 92% 94%	87% 90% 92% 94%	93% 90% 92% 94%	86% 90% 92% 94%	95% 90% 92% 94%	89% 90% 92% 94%	92% 90% 92% 94%	86% 90% 92% 94%	78% 90% 92% 94%	72% 90% 92% 94%

" Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including—(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

la dission	10/-:
Indicator	Weight
Academic Achievement	30%
Other Academic Indicator	50%
English Learner Language Proficiency	10%
SQSS: Student Achievement Domain Score	10%
Academic Achievement	50%
4-Year Graduation Rate	10%
English Learner Language Proficiency	10%
SQSS: College, Career, and Military Readiness	30%
	Other Academic Indicator English Learner Language Proficiency SQSS: Student Achievement Domain Score Academic Achievement 4-Year Graduation Rate English Learner Language Proficiency

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89),

C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

https://rptsvr1.tea.texas.gov/cgi/sas/broker? service=marykay&year4=2018&year2=18& debug=0&single=N&title=2018-19+Federal+Report+Card&... 1/12

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D) (i) or implementing targeted support and improvement plans under subsection (d)(2); and

Comprehensive Support and Improvement Schools, Targeted Support and Improvement Schools and Additional Targeted Support Schools list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i) (II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

### Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

											Two or		Non									
		State	District	Campus	Afr 6 Amer I	Hispanic	White	Amer Ind				Econ Disadv		CWD	смор	EL	Male	Female N	ligrant H	lomeless	Foster Care	
STAAR Perce Grade 3	ent at App	proad	ches G	rade Le	vel or A	Above																
Reading	All	75%	65%	70%	82%	67%	*	-	*	*	*	70%	75%	62%	72%	63%	74%	67%	-	-	-	-
	Students CWD	49%	37%	62%	*	56%	-	-	-	-	-	70%	*	62%	-	*	67%	*	-	-	-	-
	CWOD	79%	68%	72%	83%	69%	*	-	*	*	*	70%	89%	-	72%	63%	75%	68%	-	-	-	-
	EL	69%	64%	63%	-	61%	*	-	*	-	-	62%	67%	*	63%	63%	75%	47%	-	-	-	-
	Male	73%	61%	74%	88%	73%	*	-	*	*	*	72%	86%	67%	75%	75%	74%	-	-	-	-	-
	Female	78%	69%	67%	79%	59%	*	-	-	*	*	67%	60%	*	68%	47%	-	67%	-	-	-	-
Mathematics	s All Students	78%	72%	74%	82%	71%	*	-	*	*	*	73%	83%	69%	75%	72%	85%	63%	-	-	-	-
	CWD	52%	43%	69%	*	56%	-	-	-	-	-	80%	*	69%	-	*	89%	*	-	-	-	-
	CWOD	81%	75%	75%	78%	74%	*	-	*	*	*	72%	100%	-	75%	76%	84%	66%	-	-	-	-
	EL	75%	74%	72%	-	71%	*	-	*	-	-	70%	83%	*	76%	72%	83%	58%	-	-	-	-
	Male	78%	72%	85%	100%	83%	*	-	*	*	*	85%	86%	89%	84%	83%	85%	-	-	-	-	-
	Female	78%	72%	63%	71%	55%	*	-	-	*	*	60%	80%	*	66%	58%	-	63%	-	-	-	-
Grade 4																						
Reading	All Students	74%	66%	66%	62%	65%	*	*	-	*	*	61%	80%	11%	71%	70%	57%	74%	-	-	-	-
	CWD	44%	31%	11%	*	*	*	-	-	-	-	13%	*	11%	-	*	*	20%	-	-	-	-
	CWOD		69%	71%	69%	69%	*	*	-	*	*	67%	83%	-	71%	72%	62%	80%	-	-	-	-
	EL	64%	59%	70%	-	68%	*	*	-	-	-	64%	88%	*	72%	70%	65%	75%	-	-	-	-
	Male	71%	62%	57%	48%	63%	*	-	-	-	*	50%	73%	*	62%	65%	57%	-	-	-	-	-
	Female	77%	69%	74%	78%	68%	*	*	-	*	*	70%	90%	20%	80%	75%	-	74%	-	-	-	-
Mathematics	s All Students	74%	70%	80%	67%	89%	*	*	-	*	*	79%	84%	44%	83%	88%	76%	83%	-	-	-	-
	CWD	46%	38%	44%	*	*	*	-	-	-	-	38%	*	44%	-	*	*	60%	-	-	-	-
	CWOD		73%	83%	71%	90%	*	*	-	*	*	83%	83%	-	83%	88%		86%	-	-	-	-
	EL	69%	70%	88%	-	87%	*	*	-	-	-	88%	88%	*	88%	88%	82%	94%	-	-	-	-
	Male	74%	69%	76%	62%	85%	*	-	-	-	*	69%	93%	*	81%	82%	76%	-	-	-	-	-
	Female	74%	71%	83%	72%	93%	*	*	-	*	*	86%	70%	60%	86%	94%	-	83%	-	-	-	-
Grade 5																						
Reading	All Students	86%	79%	85%	76%	90%	*	*	*	*	80%	83%	95%	31%	92%	83%	87%	83%	-	*	-	-
	CWD	55%	41%	31%	17%	40%	*	*	-	-	-	33%	*	31%	-	*	50%	14%	-	-	-	-
	CWOD	89%	83%	92%	89%	95%	*	-	*	*	80%	91%	100%	-	92%	86%	93%	92%	-	*	-	-
	EL	77%	71%	83%	-	82%	*	*	-	-	-	81%	*	*	86%	83%	90%	79%	-	-	-	-
	Male	83%	76%	87%	88%	88%	*	*	*	-	*	88%	83%	50%	93%	90%	87%	-	-	-	-	-
	Female	88%	83%	83%	67%	91%	*	-	-	*	*	78%	100%	14%	92%	79%	-	83%	-	*	-	-
Mathematics	s All Students	89%	86%	88%	79%	93%	*	*	*	*	80%	86%	95%	23%	97%	92%	89%	86%	-	*	-	-
	CWD	68%	50%	23%	0%	40%	*	*	-	-	-	25%	*	23%	-	*	50%	0%	-	-	-	-
	CWOD		90%	97%	96%	98%	*	-	*	*	80%	96%	100%	-	97%	95%		98%	-	*	-	-
	EL	85%	85%	92%	-	91%	*	*	-	-	-	90%	*	*	95%		100%		-	-	-	-
	Male	88%	84%	89%	88%	92%	*	*	*	-	*	90%	83%	50%	95%	100%		-	-	-	-	-
	Female		88%	86%	72%	94%	*	-	-	*	*	83%	100%	0%	98%	86%	-	86%	-	*	-	-
Science	All Students	74%	62%	69%	64%	73%	*	*	*	*	60%	67%	79%	23%	76%	54%	80%	60%	-	*	-	-
	CWD	45%	31%	23%	0%	40%	*	*	-	-	-	25%	*	23%	-	*	50%	0%	-	-	-	-
	CWOD		64%	76%	78%	76%	*	-	*	*	60%	74%	83%	-	76%	55%	85%	69%	-	*	-	-
	EL	60%	48%	54%	-	55%	*	*	-	-	-	57%	*	*	55%	54%	80%	36%	-	-	-	-
	Male	74%	62%	80%	81%	84%	*	*	*	-	*	80%	83%	50%	85%	80%	80%	-	-	-	-	-
	Female	73%	61%	60%	44%	66%	*	-	-	*	*	56%	77%	0%	69%	36%	-	60%	-	*	-	-

Two

or Non Afr Amer Pac More Econ Econ State District Campus Amer Hispanic White Ind Asian Isl Races Disadv CWD CWOD EL Male Female Migrant Homeless Care Military

Grade 3	A.II			evel or		200/	*		*	*	*	370/	400/	100/	260/	240/	100/	240/				
Reading	All Students	44%	29%	38%	41%	39%	^	-	^	â	Ŷ	37%	42%	46%	36%	21%	43%	31%	-	-	-	
	CWD CWOD	26%	20% 30%	46% 36%	* 39%	44% 38%	- *	-	-	- *	-	50% 35%	* 44%	46%	- 36%	* 22%	67% 39%	* 34%	-	-	-	
	EL	46% 35%	30% 25%	36% 21%	- 39%	38% 22%	*	-	*	_	-	35% 16%	44% 50%	*	30% 22%	22% 21%	39% 33%	34% 5%	-	-	-	
		41%	27%	43%	50%	46%	*	-	*	*	*	41%	57%	67%	39%	33%	43%	-	-	-	-	
	Female		31%	31%	36%	28%	*	-	-	*	*	33%	20%	*	34%	5%	-	31%	-	-	-	
Mathematic	s All	48%	37%	44%	41%	44%	*	-	*	*	*	44%	42%	54%	42%	28%	55%	31%	-	-	-	
	Students CWD	30%	23%	54%	*	44%						60%	*	54%		*	67%	*				
	CWD		23% 38%	54% 42%	33%	44%	*	-	*	*	*	42%	44%	- 54 %	- 42%	29%	52%	32%	-	-	-	
	EL	41%	37%	28%	-	29%	*	-	*	-	-	27%	33%	*	29%	28%	42%	11%	-	-	-	
		49%	38%	55%	63%	56%	*	-	*	*	*	57%	43%	67%	52%	42%	55%	-	-	-	-	
	Female	46%	36%	31%	29%	28%	*	-	-	*	*	30%	40%	*	32%	11%	-	31%	-	-	-	
Grade 4																						
Reading	All	43%	30%	27%	23%	27%	*	*	-	*	*	26%	28%	0%	29%	15%	20%	33%	-	-	-	
	Students CWD	24%	17%	0%	*	*	*	-	-	-	-	0%	*	0%	-	*	*	0%	-	-	-	
	CWOD		31%	29%	26%	29%	*	*	-	*	*	29%	29%	-	29%	16%	21%	37%	-	-	-	
	EL	30%	21%	15%	-	16%	*	*	-	-	-	16%	13%	*	16%	15%	24%	6%	-	-	-	
		41%	28%	20%	5%	30%	*	-	-	-	*	19%	20%	*	21%	24%	20%	-	-	-	-	
	Female	40%	31%	33%	44%	25%			-			32%	40%	0%	37%	6%	-	33%	-	-	-	
Mathematic		46%	37%	40%	28%	49%	*	*	-	*	*	36%	52%	11%	43%	45%	37%	43%	-	-	-	
	Students CWD	27%	23%	11%	*	*	*	-	_	_	-	13%	*	11%		*	*	20%	_	_	-	
	CWOD		38%	43%	31%	51%	*	*	-	*	*	39%	54%	-	43%	47%	40%	45%	-	-	-	
	EL	39%	35%	45%	-	45%	*	*	-	-	-	44%	50%	*	47%	45%	53%	38%	-	-	-	
		48%	39%	37%	19%	48%	*	-	-	-	*	31%	53%	*	40%	53%	37%	-	-	-	-	
	Female	45%	35%	43%	39%	50%	×	*	-	*	*	41%	50%	20%	45%	38%	-	43%	-	-	-	
rade 5																						
Reading	All Students	53%	38%	50%	41%	57%	*	*	*	*	20%	48%	63%	23%	54%	29%	48%	53%	-	*	-	
		27%	20%	23%	0%	40%	*	*	-	-	-	25%	*	23%	-	*	50%	0%	-	-	-	
	CWOD		39%	54%	50%	58%	*	-	*	*	20%	51%	67%	-	54%	27%	48%	60%	-	*	-	
	EL	36%	21%	29%	-	27%	*	*	-	-	-	33%	*	*	27%	29%	40%	21%	-	-	-	
	Male Female	50%	34% 41%	48% 53%	44% 39%	52% 60%	*	*	*	- *	*	48% 48%	50% 69%	50% 0%	48% 60%	40% 21%	48%	- 53%	-	- *	-	
	remaie	0070	4170	0070	0070	0070		_	-			4070	0070	070	0070	2170	_	0070	_		_	
Mathematic	s All Students	57%	49%	52%	44%	58%	*	*	*	*	40%	48%	74%	23%	57%	42%	54%	51%	-	*	-	
		31%	23%	23%	0%	40%	*	*	-	-	-	25%	*	23%	-	*	50%	0%	-	-	-	
	CWOD		51%	57%	54%	60%	*	-	*	*	40%	51%	78%	-	57%	41%	55%	58%	-	*	-	
	EL	46%	38%	42%	-	41%	*	*	-	-	-	38%	*	*	41%	42%	50%	36%	-	-	-	
	Male Female	56% 57%	47% 51%	54% 51%	50% 39%	56% 60%	*	_	_	- *	*	55% 41%	50% 85%	50% 0%	55% 58%	50% 36%	54%	- 51%	-	-	-	
	i ciliale	51 /0	5170	<b>J</b> 170	5370	0070		-	-			4170	0070	070	5070	50 /0	-	5170	-		-	
Science	All Students	48%	31%	34%	36%	33%	*	*	*	*	20%	28%	58%	23%	35%	13%	41%	28%	-	*	-	
		27%	18%	23%	0%	40%	*	*	-	-	-	25%	*	23%	-	*	50%	0%	-	-	-	
	CWOD	50%	32%	35%	44%	33%	*	-	*	*	20%	29%	61%	-	35%	9%	40%	31%	-	*	-	
	EL	31%	17%	13%	-	9%	*	*	-	-	-	10%	*	*	9%	13%	30%	0%	-	-	-	
		50%	32%	41%	44%	44%	*	*	*	-	*	40%	50%	50%	40%	30% 0%	41%	-	-	-	-	
	Female	45%	29%	28%	28%	26%		-	-			18%	62%	0%	31%	0%	-	28%	-		-	
			<b>.</b>																			
AAR Perce arade 3	ent at Mas	ters	Grade	Levei																		
Reading		27%	15%	24%	27%	24%	*	-	*	*	*	25%	17%	0%	27%	14%	25%	23%	-	-	-	
	Students CWD	10%	4%	0%	*	0%						0%	*	0%		*	0%	*				
	CWD	10% 29%	4% 16%	0% 27%	33%	0% 28%	*	-	*	*	- *	0% 28%	22%	0% -	- 27%	15%	0% 30%	25%	-	-	-	
		19%	12%	14%	-	15%	*	-	*	-	-	14%	17%	*	15%	14%	21%	23 <i>%</i>	-	-	-	
		24%	13%	25%	25%	27%	*	-	*	*	*	26%	14%	0%	30%	21%	25%	-	-	-	-	
	Female	29%	17%	23%	29%	21%	*	-	-	*	*	23%	20%	*	25%	5%	-	23%	-	-	-	
Mathematic	s All	24%	15%	13%	9%	14%	*	-	*	*	*	11%	25%	23%	11%	5%	19%	6%	-	-	-	
	Students																					
		12%	6%	23%	* 110/	33%	-*	-	- *	- *	-	20%	*	23%	-	*	33%	*	-	-	-	
	CWOD EL	25% 18%	16% 16%	11% 5%	11% -	11% 5%	*	-	*	-	-	10% 3%	22% 17%	- *	11% 5%	5% 5%	16% 8%	7% 0%	-	-	-	
	Male	26%	16%	19%	13%	22%	*	-	*	*	*	17%	29%	33%	16%	8%	19%	-	-	-	-	
	Female	22%	14%	6%	7%	3%	*	-	-	*	*	5%	20%	*	7%	0%	-	6%	-	-	-	
irade 4																						
Reading		21%	11%	14%	13%	13%	*	*	-	*	*	15%	12%	0%	16%	3%	6%	22%	-	-	-	
	Students CWD	8%	2%	0%	*	*	*	-	-	-	-	0%	*	0%	-	*	*	0%	-	-	-	
			12%	16%	14%	14%	*	*	-	*	*	17%	13%	-	- 16%	3%	6%	24%	-	-	-	
	CWOD	23/0												*								
	EL	12%	5%	3%	-	3%	*	*	-	-	-	4%	0%		3%	3%	0%	6%	-	-	-	
	EL	12% 20%			- 0% 28%	3% 7% 18%	*	-	-	-	*	4% 6% 23%	0% 7% 20%	* * 0%	3% 6% 24%	3% 0% 6%	0% 6% -	6% - 22%	-	-	-	

/20/2019										2010	-131	ederal	Кероі	t Gan								
					Afr			Amei		Pac	Two or More	Econ	Non Econ								Foster	
Mathematics	All	State 27%	District 18%	Campus 14%		Hispanic 18%	White							<b>CWD</b> 0%	<b>CWOD</b> 16%			Female 15%	Migrant Ho			
:	Students CWD	13%	6%	0%	*	*	*					0%	*	0%		*	*	0%				
	CWOD		19%	16%	11%	20%	*	*	-	*	*	14%	21%	-	- 16%	13%	15%	16%	-	-	-	-
	EL Male	20% 29%	16% 19%	12% 14%	- 5%	13% 19%	*	*	-	-	- *	12% 14%	13% 13%	*	13% 15%	12% 12%	12% 14%	13%	-	-	-	-
	Female		16%	15%	17%	18%	*	*	-	*	*	14 %	30%	0%	16%	13%	-	- 15%	-	-	-	-
Grade 5																						
Reading	All Students	29%	15%	25%	18%	32%	*	*	*	*	0%	20%	47%	15%	26%	4%	20%	29%	-	*	-	-
	CWD	9%	5%	15%	0%	40% 31%	*	*	- *	- *	- 0%	17%	*	15%	-	*	33%	0% 33%	-	-	-	-
	CWOD EL	14%	16% 6%	26% 4%	21% -	5%	*	*	-	-	- 0.20	20% 5%	50% *	- *	26% 5%	5% 4%	18% 10%	0%	-	-	-	-
	Male	26%	13%	20%	13%	28%	*	*	*	-	*	20%	17%	33%	18%	10%	20%	-	-	-	-	-
	Female	31%	18%	29%	22%	34%		-	-			20%	62%	0%	33%	0%	-	29%	-		-	-
Mathematics	All Students	36%	27%	34%	29%	37%	*	*	*	*	20%	29%	58%	15%	37%	13%	41%	29%	-	*	-	-
	CWD	14%	9%	15%	0%	20%	*	*	-	-	-	17%	*	15%	-	*	33%	0%	-	-	-	-
	CWOD EL	38% 24%	28% 16%	37% 13%	36% -	38% 9%	*	-	_	-	20%	31% 14%	61% *	- *	37% 9%	9% 13%	43% 30%	33% 0%	-	_	-	-
	Male	36%	25%	41%	31%	44%	*	*	*	-	*	43%	33%	33%	43%	30%	41%	-	-	-	-	-
	Female	35%	28%	29%	28%	31%	*	-	-	*	*	17%	69%	0%	33%	0%	-	29%	-	*	-	-
Science	All Students	23%	10%	12%	15%	8%	*	*	*	*	0%	9%	21%	15%	11%	4%	13%	10%	-	*	-	-
	CWD	11%	6%	15%	0%	20%	*	*	-	-	-	17%	*	15%	-	*	33%	0%	-	-	-	-
	CWOD		10%	11%	19%	7% 0%	*	-	*	*	0%	8% 5%	22%	-	11% 0%	0% 4%	10% 10%	12%	-	*	-	-
	EL Male	11% 25%	3% 11%	4% 13%	- 19%	8%	*	*	*	-	*	13%	17%	33%	10%	4%	13%	0% -	-	-	-	-
	Female	21%	9%	10%	11%	9%	*	-	-	*	*	7%	23%	0%	12%	0%	-	10%	-	*	-	-
			h 0			<b>A b s</b> · · · s																
STAAR Percer All Grades	nt at Ap	proac	thes Gi	rade Lev	vel or	Above																
All Subjects	All Students	77%	69%	76%	72%	78%	72%	100%	100%	91%	64%	74%	85%	39%	81%	74%	78%	74%	-	*	-	-
	CWD	46%	34%	39%	26%	49%	0%	*	-		-	40%	27%	39%	-	42%	55%	21%	-	-	-	-
	CWOD EL	81% 62%	72% 54%	81% 74%	80%	81% 72%	90% 86%	100%	100%	91%	64%	79% 72%	90% 81%	- 42%	81% 75%	75% 74%		80% 67%	-	*	-	-
	Male	74%	66%	78%	75%	81%	78%	*	, 100%	*	50%	77%	84%	55%	81%	80%	78%	-	-	-	-	-
	Female	80%	72%	74%	69%	76%	69%	*	-	100%	73%	72%	86%	21%	80%	67%	-	74%	-	*	-	-
Reading	All Students	73%	64%	74%	72%	74%	73%	*	*	80%	70%	71%	84%	37%	78%	70%	72%	75%	-	*	-	-
·	CWD	39%	28%	37%	29%	44%	*	*	-	-	-	40%	20%	37%	-	40%		25%	-	-	-	-
	CWOD EL	78% 54%	67% 45%	78% 70%	79%	77% 68%	89% *	*	*	80%	70%	76% 67%	90% 82%	- 40%	78% 72%	72% 70%	76% 75%	81% 65%	-	*	-	-
	⊏∟ Male	54 % 69%	45% 59%	70%	- 69%	74%	*	*	*	*	*	70%	82 <i>%</i> 79%	40% 47%	72%	70% 75%		- 05%	-	-	-	-
	Female	78%	69%	75%	74%	74%	71%	*	-	*	83%	72%	89%	25%	81%	65%	-	75%	-	*	-	-
Mathematics	All Students	81%	75%	81%	75%	84%	82%	*	*	100%	60%	79%	88%	46%	85%	82%	83%	78%	-	*	-	-
·	CWD	53%	40%	46%	36%	56%	*	*	-	-	-	47%	40%	46%	-	40%	63%	25%	-	-	-	-
	CWOD		78%	85%	81%	87%	100%	*	*	100%	60%	84%	92%	-	85%	84%		84%	-	*	-	-
	EL Male	72% 79%	67% 72%	82% 83%	- 78%	81% 86%	*	*	*	*	*	81% 82%	88% 89%	40% 63%	84% 86%	82% 86%		78% -	-	-	-	-
	Female		77%	78%	72%	82%	71%	*	-	*	67%	77%	86%	25%	84%	78%	-	78%	-	*	-	-
Science	All	80%	70%	69%	64%	73%	*	*	*	*	60%	67%	79%	23%	76%	54%	80%	60%	-	*	-	-
	Students CWD	51%	38%	23%	0%	40%	*	*	-	-	-	25%	*	23%	-	*	50%	0%	-	-	-	-
	CWOD		73%	76%	78%	76%	*	-	*	*	60%	74% 57%	83%	-	76%	55%		69%	-	*	-	-
	EL Male	61% 79%	48% 69%	54% 80%	- 81%	55% 84%	*	*	*	2	*	57% 80%	83%	50%	55% 85%	54% 80%	80% 80%	36% -	-	-	-	-
	Female			60%	44%	66%	*	-	-	*	*	56%	77%	0%	69%	36%	-	60%	-	*	-	-
STAAR Percer All Grades	nt at Me	ets G	rade Lo	evel or <i>l</i>	ADOV	9																
All Subjects	All Students	49%	36%	41%	35%	44%	48%	57%	40%	45%	16%	38%	51%	28%	42%	27%	42%	39%	-	*	-	-
	CWD	24%	18%	28%	15%	37%	0%	*	-	-	-	29%	18%	28%	-	25%		5%	-	-	-	-
	CWOD EL	52% 29%	37% 20%	42% 27%	39% -	45% 27%	60% 14%	* 60%		45%	16% -	40% 26%	54% 35%	- 25%	42% 27%	27% 27%		43% 16%	-	*	-	-
	Male	47%	33%	42%	34%	48%	44%	*	40%	*	10%	42%	44%	48%	42%	38%	42%	-	-	-	-	-
	Female	52%	38%	39%	37%	40%	50%	*	-	56%	20%	35%	58%	5%	43%	16%	-	39%	-	*	-	-
Reading	All Students	47%	33%	38%	34%	41%	36%	*	*	60%	10%	37%	43%	26%	40%	21%	37%	40%	-	*	-	-
·	CWD	21%	17%	26%	14%	33%	*	*	-	-	-	27%	20%	26%	-	20%	47%	0%	-	- *	-	-
	CWOD EL	50% 23%	34% 14%	40% 21%	37% -	42% 21%	44% *	*	*	60% -	10% -	39% 20%	45% 24%	- 20%	40% 21%	21% 21%		44% 10%	-	-	-	-
	Male	43%	29%	37%	27%	43%	*	*	*	*	*	37%	36%	47%	35%	31%	37%	-	-	-	-	-
	Female	51%	37%	40%	40%	39%	43%	*	-	*	17%	38%	50%	0%	44%	10%	-	40%	-	*	-	-
Mathematics		51%	39%	45%	37%	50%	64%	*	*	40%	20%	43%	57%	31%	47%	37%	49%	42%	-	*	-	-
:	Students																					

Two

											Two		N									
								•	_	<b>D</b>	or	<b>-</b>	Non									_
		C4-4-	District	C	Afr	Heneni	- \A/l=:4-	Amer			More		Econ				Mala		M:		Foste	-
	CWD	26%	21%	Campus 31%		39%		ina *	Asian	ISI	Races			31%	CWOD	<b>EL</b> 20%	47%		wigrant	Homeless	Care	wintary
	CWOD		21% 41%		21%		700/	*	- *	- 40%	- 20%	33%	20%	31%	- 47%	20% 38%	47%	13%	-	-	-	-
				47%	40%	51%	78%		*	40%	20%	44%	61%					46%	-		-	-
	EL	37%	29%	37%	-	37%	*	*	*	-	-	35%	47%	20%	38%	37%	47%	27%	-	-	-	-
	Male	50%	38%	49%	38%	54%						48%	50%	47%	49%	47%	49%	-	-	-	-	-
	Female	51%	41%	42%	36%	47%	57%		-		17%	38%	64%	13%	46%	27%	-	42%	-	-	-	-
Science	All	53%	37%	34%	36%	33%	*	*	*	*	20%	28%	58%	23%	35%	13%	41%	28%	-	*	-	-
	Students																					
	CWD	25%	19%	23%	0%	40%	*	*	-	-	-	25%	*	23%	-	*	50%	0%	-	-	-	-
	CWOD		39%	35%	44%	33%	*	-	*	*	20%	29%	61%	-	35%	9%	40%	31%	-	*	-	-
	EL	26%	13%	13%	-	9%	*	*	-	-	-	10%	*	*	9%	13%	30%	0%	-	-	-	-
	Male	53%	37%	41%	44%	44%	*	*	*	-	*	40%	50%	50%	40%	30%	41%	-	-	-	-	-
	Female	53%	38%	28%	28%	26%	*	-	-	*	*	18%	62%	0%	31%	0%	-	28%	-	*	-	-
STAAR Perce All Grades	nt at Ma	sters	Grade	Level																		
		000/	400/	400/	470/	040/	000/	400/	000/	00/	40/	470/	000/	440/	040/	00/	400/	400/				
All Subjects	All	23%	12%	19%	17%	21%	28%	43%	20%	9%	4%	17%	28%	11%	21%	8%	19%	19%	-	î	-	-
	Students																					
	CWD	8%	5%	11%	0%	17%	0%	*	-	-	-	11%	9%	11%	-	17%	20%	0%	-	-	-	-
	CWOD		13%	21%	20%	21%	35%	*	20%	9%	4%	18%	30%	-	21%	8%	19%	22%	-	*	-	-
	EL	11%	6%	8%	-	8%	0%	40%	*	-	-	8%	8%	17%	8%	8%	13%	4%	-	-	-	-
	Male	22%	11%	19%	13%	22%	22%	*	20%	*	10%	20%	16%	20%	19%	13%	19%	-	-	-	-	-
	Female	24%	13%	19%	21%	20%	31%	*	-	11%	0%	15%	39%	0%	22%	4%	-	19%	-	*	-	-
Reading	All	20%	10%	21%	18%	23%	27%	*	*	20%	0%	20%	25%	6%	23%	8%	17%	25%	-	*	-	-
	Students																					
	CWD	7%	4%	6%	0%	11%	*	*	-	-	-	7%	0%	6%	-	0%	11%	0%	-	-	-	-
	CWOD	22%	11%	23%	21%	25%	33%	*	*	20%	0%	22%	27%	-	23%	8%	18%	28%	-	*	-	-
	EL	8%	4%	8%	-	9%	*	*	*	-	-	8%	6%	0%	8%	8%	12%	4%	-	-	-	-
	Male	17%	8%	17%	9%	22%	*	*	*	*	*	18%	11%	11%	18%	12%	17%	-	-	-	-	-
	Female		12%	25%	26%	25%	29%	*	-	*	0%	22%	39%	0%	28%	4%	-	25%	-	*	-	-
Mathematics	s All Students	26%	16%	21%	17%	23%	27%	*	*	0%	10%	18%	34%	14%	21%	9%	24%	17%	-	*	-	-
	CWD	11%	6%	14%	0%	22%	*	*	-	-	-	13%	20%	14%	-	20%	26%	0%	-	-	-	-
	CWOD		17%	21%	20%	23%	33%	*	*	0%	10%	18%	35%	-	21%	8%	24%	19%	-	*	-	-
	EL	16%	10%	9%	-	9%	*	*	*	_	-	8%	12%	20%	8%	9%	14%	4%	-	-	-	-
	Male	25%	15%	24%	16%	27%	*	*	*	*	*	25%	21%	26%	24%	14%	24%	-	-	-	-	-
	Female		16%	17%	18%	18%	29%	*	-	*	0%	11%	46%	0%	19%	4%	-	17%	-	*	-	-
Science	All	24%	11%	12%	15%	8%	*	*	*	*	0%	9%	21%	15%	11%	4%	13%	10%	-	*	-	-
00101100	Students		11/5		10/0	0.0					0.00	0.0	2170	1070		175	10,0	1070				
	CWD	8%	5%	15%	0%	20%	*	*	_	_	-	17%	*	15%	_	*	33%	0%	_	_	_	_
	CWOD		11%	11%	19%	20% 7%	*		*	*	- 0%	8%	22%	15%	- 11%	0%	33% 10%	12%	-	-	-	-
							*	-			0 /0		ZZ 70 *	- *					-		-	-
	EL	7%	2%	4%	-	0%	*	*	-	-	-	5%		220/	0%	4%	10%	0%	-	-	-	-
	Male	25%	11%	13%	19%	8%	*		-	-	*	13%	17%	33%	10%	10%	13%	-	-	-	-	-
	Female	23%	10%	10%	11%	9%	-	-	-	-	-	7%	23%	0%	12%	0%	-	10%	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

Part (iii): Academic Growth and Graduation Rate

## Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score			-								
Reading											
All Students	67	59	72	57	*	*	*	58	65	50	63
CWD	50	25	69	*	*	-	-	-	44	50	*
CWOD	69	64	72	60	*	*	*	58	68	-	61
EL	63	-	62	*	*	-	-	-	62	*	63
Male	59	49	66	*	*	*	-	*	57	60	57
Female	74	72	76	*	*	-	*	70	72	39	67
Mathematics											
All Students	70	65	73	71	*	*	*	92	70	63	70
CWD	63	63	61	*	*	-	-	-	64	63	*
CWOD	71	65	74	80	*	*	*	92	70	-	69
EL	70	-	70	*	*	-	-	-	71	*	70
Male	70	65	70	*	*	*	-	*	70	50	72
Female	71	65	75	*	*	-	*	90	70	75	69

### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

								Two or					
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohort	Graduatio	n Rate (Gr	r 9-12): Clas	ss of 201	8								
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

'^' Ever EL in grades 9-12

## Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2019 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
179	14	8%

'^' Indicates data reporting does not meet for Minimum Size.

\*' Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

## Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

Student Success (Student Achie		African American nain Score		White omponen	American Indian It Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	45	41	48	49	67	53	48	28	43	26	36
School Quality (College, Career	, and Military	Readines	s Performa	nce)							
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

#### Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	Y	Y						Y	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N						N	Ν	Ν
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N						N	N	Ν
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N	Ν	Ν
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y						Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	Y						N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N						N	Ν	Ν
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	Ν	Ν						Ν	Ν	Ν

#### English Learner Language Proficiency Status

Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL + 36% Y 38% N 40% N 40% N
Federal Graduation Status <sup>^</sup>											
Interim Goals (2018-2022) Target Met	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Interim Goals (2023-2027) Target Met	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Interim Goals (2028-2032) Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Long-Term Goals Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

'N' Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic		American Indian		Pacific Islander		Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Ra	ate																<b>g</b>
All Subjects	All Students	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	*	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	99%	100%	100%	*	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	100%	100%	*	-	-	100%	100%	100%	100%	100%		100%	-
	Male	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	99%	100%	100%	*	-	100%	100%	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	100%	100%	100%	100%	*	*	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	*	*	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	*	100%	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	*	*	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	*	*	*	*	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	-	*	100%	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	100%	100%	100%	100%	*	*	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	*	*	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	*	100%	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	*	*	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	*	*	*	*	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	-	*	100%	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	99%	97%	100%	*	*	*	*	100%	99%	100%	100%	99%	100%	100%	98%	-
	CWD	100%	100%	100%	*	*	-	-	-	100%	*	100%	-	*	100%	100%	-
	CWOD	99%	96%	100%	*	-	*	*	100%	99%	100%	-	99%	100%	100%	98%	-
	EL	100%	-	100%	*	*	-	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	*	*	*	-	*	100%	100%	100%	100%	100%	100%	-	-
Non-Participati	Female	98%	94%	100%	*	-	-	*	*	98%	100%	100%	98%	100%	-	98%	-
non i anoput	on nuto																
All Subjects	All Students	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	*	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	1%	0%	0%	*	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	1%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	0%	*	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	*	*	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	*	0%	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	*	*	-	-	0%	0%	0%	0%	0%	0%	0%	-

									Two or		Non						
			African			American		Pacific	More	Econ	Econ						
		Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
	Male	0%	0%	0%	*	*	*	*	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All	0%	0%	0%	0%	*	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	-
9	Students																
	CWD	0%	0%	0%	*	*	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	*	0%	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	*	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	*	*	*	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	-	0%	-
Science	All	1%	3%	0%	*	*	*	*	0%	1%	0%	0%	1%	0%	0%	2%	_
S	Students																
	CWD	0%	0%	0%	*	*	-	-	-	0%	*	0%	-	*	0%	0%	-
	CWOD	1%	4%	0%	*	-	*	*	0%	1%	0%	-	1%	0%	0%	2%	-
	EL	0%	-	0%	*	*	-	-	-	0%	*	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	*	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	2%	6%	0%	*	-	-	*	*	2%	0%	0%	2%	0%	-	2%	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

#### Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander		EL	Students with Students Disabilities with (Section Disabilities 504)
Students Without Disabilitie	S										
In-School Suspensions				-	-						
	Male	33	23	8	2	0	0	0	0	2	
	Female	12	5	5	2 4	0 0	0 0	0 0	0 0	2 4	
Out-of-School Suspensions	Total	45	28	13	4	0	0	0	0	4	
Out-oi-School Suspensions	Male	30	19	11	0	0	0	0	0	5	
	Female	10	4	4	2	0	0	0	0	2	
	Total	40	23	15	2	0	0	0	0	7	
Expulsions	Total	40	20	10	2	0	0	0	0	'	
With Educational Services	Male	2	0	2	0	0	0	0	0	2	
	Female	ō	õ	ō	õ	õ	Õ	Õ	õ	Ō	
	Total	2	Ő	2	Õ	0 0	Õ	Õ	Õ	2	
Without Educational Services	Male	0	0	0	0	0	0	0	0	0	
Ochilees	Female	0	0	0	0	0	0	0	0	0	
	Total	0	0	0 0	0	0	0	0	Ő	õ	
Under Zero Tolerance Policies	Male	0	0	0	0	0	Ő	Ő	0 0	0	
1 Olicies	Female	0	0	0	0	0	0	0	0	0	
	Total	õ	0	0	0	0	0	0	Ő	õ	
School-Related Arrests	lotal	Ũ	Ū	U	Ū	U	Ū	Ū	Ũ	Ũ	
	Male	0	0	0	0	0	0	0	0	0	
	Female	0	Ō	0	0	0	0	0	0	Ō	
	Total	0	0	0	0	0	0	0	0	0	
Referrals to Law Enforcement											
	Male	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	
Students With Disabilities In-School Suspensions											
	Male	7	5	2	0	0	0	0	0	0	2
	Female	5	5	0	0	0	0	0	0	0	2
	Total	12	10	2	0	0	0	0	0	0	4
Out-of-School Suspensions											
	Male	10	4	2	2	2	0	0	0	2	0
	Female	6	4	2	0	0	0	0	0	2	2
	Total	16	8	4	2	2	0	0	0	4	2
Expulsions		-	-	c.	_		c.	_		-	_
With Educational Services	Male	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0

https://rptsvr1.tea.texas.gov/cgi/sas/broker?\_service=marykay&year4=2018&year2=18&\_debug=0&single=N&title=2018-19+Federal+Report+Card&... 8/12

	Total	Total students 0	African American 0	Hispanic 0	White	Indian or Alaska Native 0	Asian 0	Pacific Islander 0	Two or More Races	<b>EL</b> 0	Students with Disabilities	Students with Disabilities (Section 504) 0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students Chronic Absenteeism												
	Male	52	20	32	0	0	0	0	0	26	11	2
	Female	47	14	29	2	0	0	2	0	20	5	2
	Total	99	34	61	2	0	0	2	0	46	16	4

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religiion	0

Part (viii)(II) This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

					Indian or				Students		
		Total students	African American	Hispanic	White	Alaska Native	Asian	Pacific Islander	More Races	EL	with Disabilities
Preschool Programs		otadonto	/ incritation	mopuno		Huiro	/ tolull	Iolallaol	nuooo		Dioubilitioo
5	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate	Male	-	-	-	-	-	-	-	-	-	-
Courses											
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit	Male	-	-	-	-	-	-	-	-	-	-
Programs											
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and and low-poverty schools on the

number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 4.8	Percent 13.8%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	2.3	7.0%

'-' Indicates there are no data available in the group. Blank cell Indicates data are not applicable to this report.

#### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual nonpersonnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

## To be updated by June 30th, 2020.

#### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2018-19 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3 Reading	5,881	1%	79	2%	6	6%
Mathematics	5,880	1%	79	2%	6	6%
Grade 4 Reading	6,312	2%	66	1%	*	1%
Mathematics	6,311	2%	66	1%	*	1%
Grade 5 Reading	6,133	1%	67	1%	*	3%
Mathematics	6,131	1%	67	1%	*	3%
Science	6,133	1%	67	1%	*	3%
Grade 6 Reading	6,038	1%	69	1%	-	-
Mathematics	6,036	1%	69	1%	-	-
Grade 7 Reading	5,616	1%	55	1%	-	-
Mathematics	5,616	2%	55	1%	-	-
Grade 8 Reading	5,251	1%	56	1%	-	-
Mathematics	5,254	2%	56	1%	-	-
Science	5,250	1%	56	1%	-	-
End of Course English I	5,150	1%	65	1%	-	-
English II	4,680	1%	66	1%	-	-
Algebra I	5,122	1%	66	1%	-	-
Biology	4,954	1%	68	1%	-	-
All Grades All Subjects	101,751	1%	1,172	1%	23	3%
Reading	45,064	1%	523	1%	10	3%
Mathematics	40,350	1%	458	1%	10	3%
Science	16,337	1%	191	1%	*	3%

State	State	District	District	Campus	Campus	
Number of ALT2	Rate of ALT2	Number of ALT2	Rate of ALT2	Number of ALT2	Rate of ALT2	

'\*' Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

## State Level: 2019 Percentages at NAEP Achievement Levels

							% At or Above			
			% Belov	w Basic	% At or Al	bove Basic	Profi	icient	% At Ac	lvanced
Grade	Subject	Student Group	тх	US	тх	US	ТΧ	US	тх	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92 *	89	59 *	52	16 *	12
		American Indian		33		67		24		4
		Asian De sifie le le malem	4	7	96 *	93	82 *	69	45	28
		Pacific Islander	9	36		64 84		28 44	9	6
		Two or More Races Econ Disadv	9 21	16 29	91 79	84 71	51 32	44 26	9 3	10 3
		Students with Disabilities	55	29 54	79 45	46	32 13	20 14	3 1	2
		English Language Learners	24	41	43 76	40 59	29	14	2	1
		English Language Learners	24	41	70	59		10		I
Grade 8	Reading	Overall	33	27	67	73	25	34	2	4
		Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
	Mathematics	Overall Black	32 48	31	68 52	69 47	30 16	34 14	7 2	10 2
			40 37	53 43	52 63	47 57	21	20	2	2 4
		Hispanic White	20	43 20	80	57 80	21 44	20 44	13	4 13
		American Indian	20	20 49	00 *	51	44 *	44 15	13	3
		Asian	10	49 12	90	88	71	64	36	33
		Pacific Islander	*	45	90 *	00 55	*	21	*	33 4
		Two or More Races	25	45 27	75	55 73	41	38	11	4 12
		Econ Disady	41	46	59	73 54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
		English Language Learners	60	72	40	28	8	5	1	1
		Light Language Learners			10	20	U U	Ũ		

State Level: 2019 NAEP Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%
	-	English Learners	94%
	Mathematics	Students with Disabilities	79%
		English Learners	97%
Grade 8	Reading	Students with Disabilities	83%
	-	English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

'\*' Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2016-17 school year enrolled in a Texas public postsecondary education institution in the 2017-18 academic year. (CWD: children with disability; EL: English learner)

There is no data for this campus.